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ABSTRACT

For this study a random sample of 200 seniors at the State University of New York at Buffalo were sent a questionnaire concerning their college experiences and activities. Respondents were classified into 2 groups, continuers (those who completed a 4-year or 5-year program in 4 or 5 years respectively) and seniors (those who had either matriculated at SUNY/B prior to 1967 or transferred to SUNY/B). Where feasible, statistical tests were performed to compare the responses of continuers with those of seniors and the responses of women with those of men. The sample reported that personal, interpersonal, and intellectual outcomes of college were valuable to them. Noticeably less value was accorded to vocational development than to the other outcomes. College experiences that made the biggest contributions to outcomes that were of value were: courses and other academic activities; meeting people; informal impromptu discussions; and personal reading. The problem areas that caused the greatest amount of concern to these students while in college were choice of vocation and personal meaning and identity. (HS)

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# 71 SENIOR SURVEY

## Part I: College Experiences and Activities

UNIVERSITY RESEARCH

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A Biography of a Class Study

# 1971 SENIOR SURVEY

## Part I: College Experiences and Activities

Jane Faulman

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316 Harriman Library
State University of New York at Buffalo

July 1972

## FOREWORD

The *Biography of a Class* research project was established in 1964 by the Office of University Research to examine characteristics of undergraduate students at the State University of New York at Buffalo. Information gleaned from the project is made available to the University's faculty, staff, administration, and students.

*Freshman Class Status Reports* have been published for the entering classes of 1964 through 1971, as have follow-up reports on the 1964 class. Five studies based on interview data, *the university experience*, have been published for the 1966 and 1967 freshman classes. Published studies and a monograph describing the *Biography of a Class* project are available upon request from the University Research office.

The first senior class survey was prepared and conducted during 1968-69 and is titled *1969 Senior Survey*. In this and subsequent senior studies, graduating seniors who matriculated as freshmen at SUNY/B four years prior to their graduation are called Continuers. In 1969, Continuers were compared with a group which consisted of 1969 seniors who had transferred into SUNY/B or had begun at SUNY/B prior to 1965 and of 1965 SUNY/B freshmen who were not 1969 SUNY/B graduates. The 1970 Continuers were compared with other 1970 graduating seniors, who had either transferred in or who had been SUNY/B students for more than four years.

In 1971 the Senior Survey questionnaire was split into three separate questionnaires to reduce its length. The three cover the following topics: College Experiences and Activities, Experiences at SUNY/B, and Plans and Expectations. In each report, Continuers' responses are compared with those of graduating seniors who either matriculated elsewhere or matriculated at SUNY/B prior to 1967. Also, men's and women's responses are compared.

The following report, subtitled *College Experiences and Activities*, is the first in a series of three *1971 Senior Survey* reports.

CONTENTS

Page

FOREWORD . . . . . ii

LIST OF TABLES . . . . . iv

Chapter

I METHOD . . . . . 1

Sample
Representativeness
Criterion Groups
Presentation of Data
Data Analysis
The Questionnaire

II WHO THEY ARE . . . . . 6

Student Classification, Registration
Transfer Students
Sex, Age, Marital Status
Residence

III COLLEGE EXPERIENCES . . . . . 9

Valuable Outcomes and Their Contributors
Outcomes
Contributors
Outcomes Expected to Be Most Important
Problems

IV ACTIVITIES . . . . . 19

Employment
School Year Employment
Summer Employment
Employment Relevant to Career Plans
Student Organizations and Activities
Organizations
Activities
Leisure Time Activities
On Campus
Off Campus

V SUMMARY AND DISCUSSION . . . . . 24

Summary
Discussion

APPENDIX . . . . . 27

Employment Categories

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1.1 | Population and Sample Sizes and Number of Usable Questionnaires, by Faculty and Sex | 2 |
| 1.2 | Sample I, Usable Questionnaires, and 1971 Graduates: Percent in Each Faculty and Sex | 3 |
| 1.3 | Number and Percent of Respondents in Sample I by Group and Sex | 4 |
| 2.1 | Date of First Registration at SUNY/B | 6 |
| 3.1 | Valuable Outcomes of College Attendance | 10 |
| 3.2 | Importance of Various Experiences in Contributing to Valuable Outcomes of College Attendance | 12 |
| 3.3 | Outcomes Expected to Be Most Important | 14 |
| 3.4 | Outcomes of a College Education: Their Value in College and Their Expected Importance | 15 |
| 3.5 | Problem Areas and Intensity of Concern | 17 |

# CHAPTER I

## METHOD

### Sample

Two criteria for sampling were used: (a) the sample would total 600 seniors who had indicated at their last registration that they expected to graduate in spring 1971 and (b) a minimum of 15 students would be selected from each sex-Faculty[1] cell. In order to satisfy both criteria, disparate proportions from each sex-Faculty combination were randomly sampled. The smallest percentage (23% of each sex) came from Social Sciences, the Faculty with the largest enrollment. At the other extreme, 62% of the women in Educational Studies were sampled. No female engineering students were part of the sample. These 600 comprised 35% of the population of graduating seniors. Population and sample sizes are presented in Table 1.1.

The sample was divided equally into three groups, each of which was to receive a different form of the 1971 Senior Survey questionnaire. The questionnaires, along with a cover letter requesting participation and a stamped, return envelope, were sent to the sample's local addresses during the last week in April, 1971. About 10 days later, a follow-up letter was sent to those who had not yet returned the questionnaire. Nineteen questionnaires or follow-up letters, constituting 3% of the sample, were undeliverable because of faulty addresses which could not be corrected.

After the questionnaires were mailed, it was discovered that an error in the sampling process had resulted in the inclusion of 44 Millard Fillmore College (MFC) seniors. It was decided that these students were sufficiently different from undergraduates in general to warrant excluding them from analysis. Therefore, the number of day-school seniors who received each questionnaire was less than 200.

Of the 200 seniors (called Sample I) who were sent Questionnaire I, *College Experiences and Activities*, 105 completed and returned the questionnaire. Nine of these were MFC students, and their questionnaires were excluded from analysis. Usable questionnaires were received from 48% of Sample I (Table 1.1). These comprise 6% of the population of seniors.

### Representativeness

The total sample was not chosen to be representative of each Faculty and sex. As a result, smaller Faculties were overrepresented in the sample, and larger Faculties were underrepresented.

[1] SUNY/B's six undergraduate Faculties are: Arts and Letters, Educational Studies, Engineering and Applied Sciences, Health Sciences, Natural Sciences and Mathematics, and Social Sciences and Administration.

TABLE 1.1: POPULATION AND SAMPLE SIZES AND NUMBER OF USABLE QUESTIONNAIRES, BY FACULTY AND SEX

| FACULTY | Population | | | Total Sample | | | Sample I | | | Usable Questionnaires From Sample I | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | W | T | M | W | T | M | W | T | M | W | T |
| Arts and Letters | 121 | 171 | 292 | 66 | 86 | 152 | 22 | 29 | 51 | 7 | 12 | 19 |
| Educational Studies | 36 | 50 | 86 | 21 | 31 | 52 | 7 | 10 | 17 | 3 | 6 | 9 |
| Engineering and Applied Sciences | 159 | 2 | 161 | 66 | 0 | 66 | 22 | 0 | 22 | 10 | 0 | 10 |
| Health Sciences | 30 | 110 | 140 | 16 | 46 | 62 | 5 | 16 | 21 | 2 | 12 | 14 |
| Natural Sciences and Mathematics | 114 | 45 | 159 | 46 | 21 | 67 | 15 | 7 | 22 | 5 | 5 | 10 |
| Social Sciences and Administration | 609 | 268 | 877 | 140 | 61 | 201 | 46 | 21 | 67 | 24 | 8 | 32 |
| TOTAL | 1069 | 646 | 1715 | 355 | 245 | 600 | 117 | 83 | 200 | 51 | 45[a] | 96[a] |

[a]Includes two female respondents whose Faculty is unknown. Questionnaires returned from NFC students are not included.

Ninety-three percent of the sample reported that they expected to graduate in May or summer 1971.[1] It was judged that this percentage was close enough to 100% to compare the sex-Faculty composition of the respondents with the sex-Faculty composition of May and summer graduates.

These figures are presented in Table 1.2 and reveal the relative consistency of representation in each Faculty and sex. Two groups of women show the greatest disparities. Women in Health Sciences are overrepresented in the final sample in that they comprise 13% of the final sample but only 7% of the graduates. Social Science women, on the other hand, are underrepresented: they constitute 8% of the final sample, but 17% of the graduates.

TABLE 1.2: SAMPLE I, USABLE QUESTIONNAIRES, AND 1971 GRADUATES: PERCENT IN EACH FACULTY AND SEX

| FACULTY | Sample I | | | Usable Questionnaires | | | 1971 Graduates[a] | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | W | T | M | W | T | M | W | T |
| Arts and Letters | 11% | 15% | 26% | 7% | 13% | 20% | 5% | 10% | 15% |
| Educational Studies | 4 | 5 | 9 | 3 | 6 | 9 | 2 | 4 | 6 |
| Engineering and Applied Sciences | 11 | - | 11 | 10 | - | 10 | 8 | 0 | 8 |
| Health Sciences | 3 | 8 | 11 | 2 | 13 | 15 | 2 | 7 | 9 |
| Natural Sciences and Mathematics | 8 | 4 | 11 | 5 | 5 | 10 | 5 | 2 | 7 |
| Social Sciences and Administration | 23 | 11 | 34 | 25 | 8 | 33 | 36 | 17 | 53 |
| TOTAL | 59% | 42% | | 53% | 47% | | 60% | 40% | |
| *N* | | | (200)[b] | | | (96)[c] | | | (2375) |

Note.--Percents are based on the total *N* for each group.

[a]Includes students who completed the baccalaureate requirements in May and summer 1971. Information is from the Office of Admissions and Records.

[b]It is not known how many Millard Fillmore College students, whose returned questionnaires were not used, are included in the total.

[c]Includes two female respondents whose Faculty is not known.

[1]See Student Classification, Registration, pp. 6-7.

## Criterion Groups

Differences in responses within the sample were analyzed on two dimensions: (a) men and women were compared, and (b) two groups, Continuers and Seniors, were compared. *A Continuer* was a respondent who matriculated at SUNY/B as a freshman and who completed a four-year program within four years or a five-year program within five years. *A Senior* was a graduating senior who either transferred to SUNY/B after beginning college at another institution or began at SUNY/B prior to 1967. (Five-year Continuers are an exception to the latter rule.) Senior written with an upper case S will always refer to the latter criterion group.

The frequencies in each group and sex are presented in Table 1.3.

TABLE 1.3: NUMBER AND PERCENT OF RESPONDENTS IN SAMPLE I, BY GROUP AND SEX

| | Men | Women | TOTAL | % of Total |
|---|---|---|---|---|
| Continuers | 26 | 24 | 50 | 52% |
| Seniors | 25 | 21 | 46 | 48% |
| TOTAL | 51 | 45 | 96 | |
| % of TOTAL | 53% | 47% | | |

## Presentation of Data

Data are presented in the text to provide a general description of the respondents and their college experiences and activities. If no mention is made of group or sex membership, then reference is to the entire sample. In the text, major findings are reported and various topics of the questionnaire are interrelated. *The most salient statements are typed in script.*

Tables are included in the text where it was judged they would provide additional meaningful information. Data are presented in tables in one of three ways: frequencies, percentages, or means and standard deviations. In tables with mutually exclusive entries, percentages which do not add to 100 are due to rounding error. The tables report the method of comparison employed and any significant differences. The significance level for all statistical tests was .05.

The following symbols and abbreviations are used in the tables:

C Continuers
S Seniors
M Men
W Women
T Total
* Continuers and Seniors differed significantly.
† Men and Women differed significantly.

## Data Analysis

Comparisons between groups and between sexes were made in three ways. For items yielding categorical responses (e.g., age), the chi-square value was calculated to determine whether or not response frequencies were independent of sex or group membership.

Items that were answered in terms of a continuum (e.g., the relative value of outcomes of attending college) were analyzed via $t$ tests to determine statistical differences between the mean responses of the groups and of the sexes.

In cases where statistical operations were not feasible, response frequencies are reported in terms of percentages, based on the number of respondents who answered that particular question.

The method of analysis and statistically significant differences of any item or set of items are reported in both the text and tables. If neither chi-square nor $t$ is mentioned, it should be assumed that no statistical analysis was undertaken.

## The Questionnaire

Questions were designed to reveal differences as well as similarities between 1971 SUNY/B graduates who persisted at SUNY/B for four years and those who transferred into SUNY/B, or interrupted or lengthened their undergraduate years at SUNY/B.

Virtually all questions were objective. The vast majority of these required multiple-choice answers; a few were a check-list or write-in type.

## CHAPTER II

## WHO THEY ARE

### Student Classification, Registration

A large majority (86%) of the Continuers first registered at SUNY/B four years prior to their senior year, i.e., fall 1967 (Table 2.1). Six percent first registered as early as September 1966 and 2%, as recently as September 1968. The highest frequencies of Seniors' first SUNY/B registration occurred two or three years prior to their senior year, i.e., in September 1968 or September 1969 (28% each). Eleven percent of the Seniors began at SUNY/B prior to the first registration of any Continuers.

TABLE 2.1: DATE OF FIRST REGISTRATION AT SUNY/B

| DATE | C | S | T |
|---|---|---|---|
| Prior to 1966 | - | 11% | 5% |
| September 1966 | 6% | 4 | 5 |
| Summer 1967 | 4 | 4 | 4 |
| September 1967 | 86 | 9 | 49 |
| January 1968 | 2 | 4 | 3 |
| Summer 1968 | - | 4 | 2 |
| September 1968 | 2 | 28 | 15 |
| Summer 1969 | - | 2 | 1 |
| September 1969 | - | 28 | 14 |
| January 1970 | - | 4 | 2 |
| *N* | (50) | (46) | (96) |

By definition, all of the Continuers were entering freshmen when they matriculated at SUNY/B. Four percent of these entered through Millard Fillmore College. More than three-fourths (78%) of the Seniors were transfer students to SUNY/B, 18% entered as freshmen through University College, and 4%, through Millard Fillmore College.

The sample was defined as seniors who, at the time of their last registration, expected to graduate in spring 1971. Therefore it was surprising to discover some notable differences between Continuers' and Seniors' expectations and between those of men and women. Nearly all Continuers (96%) reported that they expected to graduate in spring 1971; the remaining 4% said they would complete the baccalaureate in summer. In contrast, 76% of the Seniors expected to graduate in spring and 9%, in summer, with the remaining 15% reporting "other" student classifications. Most of the latter expected to graduate sometime in 1972. Women were notably more likely than men to expect to graduate "on schedule," i.e., in spring (93% vs. 81%, respectively).

Nearly all respondents (90% of the Continuers, 87% of the Seniors) had most recently registered in January 1971. Two percent of the Continuers and 11% of the Seniors had already registered for summer school. Two percent of the Seniors, but no Continuers, last registered in summer 1969. The sexes did not differ noticeably in the date of their most recent SUNY/B registration.

Respondents were asked how many summers they had attended SUNY/B. Neither the groups nor the sexes differed significantly from each other as to whether or not they had attended a summer session; 63% of the sample attended at least one summer session at SUNY/B. Of those who attended, however, the groups differed significantly from each other in the number of summers they attended. Of the Continuers who attended, 40% did so during only one summer, compared with 53% of the Seniors. Continuers were much more likely to have attended during two summers than Seniors were (47% vs. 27%, respectively). Equal proportions of attendants of both groups (13%) were present during three summers. Seven percent of the Senior attendants, and no Continuers, attended for four summers, the highest frequency of summer attendance for anyone.

Seventeen percent of the sample said they registered for fewer than 12 credit hours at least once after their matriculation at SUNY/B. Most of these did so for only one (44%) or two (38%) semesters. The majority attended SUNY/B part-time while they were not full-time students. For 29%, their primary reason for not attending full-time was that they were having financial difficulties. Another 21% needed fewer than 12 credit hours to graduate.

## Transfer Students

More than three-fourths (78%) of the Seniors had transferred into SUNY/B. By definition, no Continuers were transfers. Most of the transfers (86%) had attended only one institution prior to entering SUNY/B. The remaining 14% had attended two. The type of institution from which they transferred tended to be a liberal arts college (28%), a two-year institution (28%), or a university (25%). Transfers completed between 15 and 100 credit hours at previous institutions before entering SUNY/B. Most frequently, they earned 60-70 hours (45% reported this). After transferring, they were required to complete 35-115 hours at SUNY/B. Again, the highest frequency (51%) was 60-70 hours.

## Sex, Age, Marital Status

*The sample was nearly equally divided between women (47%) and men (53%).*

*Continuers, as a group, were younger than Seniors.* Ninety-six percent of the Continuers were between 20 and 22 when they completed the questionnaire. In contrast, only 65% of the Seniors were in this youngest age category. The remaining 4% of the Continuers were 23-25, as were 20% of the Seniors. Thirteen percent of the Seniors were 26-30 and 2% were over 40. Men and women did not differ noticeably from each other in terms of age.

Nearly two-thirds (64%) of the sample had never married and were not currently engaged to marry. Twenty percent were already married and 14% were engaged. One student was widowed; none was divorced or separated.

Residence

As would be expected, for each of the four years, more than 80% of these respondents lived either in campus housing (a dorm or Allenhurst), in an apartment or house with other students, with their parents, or with their spouse. The pattern of change over four years within these residence categories was similar for each group and each sex. Freshman-to-senior year decreases were observed in the percentages of students living in campus housing (40% of the freshman, 13% of the seniors) or with their parents (48% and 32%, respectively). Concomitantly, the percentages sharing their residence with other students of the same sex or with a spouse increased: 2% of the freshmen lived in each of these categories, while 25% and 19%, respectively, of the seniors did so. No more than 3% lived with students of the other or both sexes during any year.

Respondents were asked which, of the residences they had experienced, they liked most and which they liked least. Their responses to these two questions were tabulated if (a) they experienced more than one type or (b) they experienced only one type but explained why they liked or disliked it. Fifty-one percent reported a residence that they liked most and 40%, one that they liked least. Of those who answered, *41% most liked sharing an apartment or house with other (same sex) students*. Fourteen percent most liked living with their spouse and 16% preferred campus housing. On the other hand, *47% of those who answered liked campus housing least*. Also least liked were living with parents (24%) and living in a single room off campus (18%). Smaller percentages expressed a preference regarding other residences.

*The presence or absence of people was frequently involved in reasons for liking or disliking a residence.* For example, students disliked campus housing because they felt too crowded and had too little privacy. Noise and stealing also led some to dislike the dorms or Allenhurst. Other students, however, liked campus housing because they had more opportunities to meet other students and to be more a part of the campus activities.

*Privacy and freedom were often reported as reasons for preferring to share an apartment or house with other students or with a spouse.* Students also liked to be able to choose their roommates, and some felt that off-campus living offered a good experience in responsibility.

Some students reported that the opposite was true of living with their parents, i.e., they did not have enough independence. Living with parents or in a single room did not afford students enough privacy and sometimes resulted in conflict due to differing life styles. Some felt that living in a single room off campus kept them isolated from campus life.

# CHAPTER III

## COLLEGE EXPERIENCES

### Valuable Outcomes and Their Contributors

Students responded to a list of eight possible outcomes of a college education in terms of how valuable each was to them. Their responses were on a five-point scale, from "of the utmost value" through "not particularly valuable, but have experienced" plus "have not experienced." *t* tests were performed to compare the groups' and sexes' average values. Respondents also reported which college experiences, from a list of 17, had been the greatest contributor(s) to each outcome. For both outcomes and experiences, space was provided for "other" entries to be added.

Outcomes. With one exception, more than 95% of the sample had experienced all of the outcomes listed. The exception was development of vocational skills, which only 84% experienced.

In decreasing order of value, the following outcomes were of value to these students (Table 3.1):

increased openness to ideas and experiences

increased understanding of others

increased knowledge

development of skills to critically analyze and synthesize ideas and issues

increased awareness of "who and what I am"

development of a personal philosophy

increased openness and skill in interpersonal relationships

Of far less value was:

development of vocational skills

In part, the low valuation given to the latter is due to the fact that 16% of the sample said they did not develop any vocational skills in college. Therefore, the mean value of this outcome was recalculated, based on only the first four options, i.e., only those students who had experienced this outcome. The recalculated mean still indicated that development of vocational skills was of less value to students than were the other outcomes.

TABLE 3.1: VALUABLE OUTCOMES OF COLLEGE ATTENDANCE

| OUTCOME | Men M | Men SD | Women M | Women SD | Total M | Total SD |
|---|---|---|---|---|---|---|
| Increased openness to ideas and experience | | | | | 1.74 | .82 |
| Increased understanding of others | | | | | 1.88 | .90 |
| Increased knowledge | | | | | 2.00 | .90 |
| †Development of skills to critically analyze and synthesize ideas and issues | 1.88 | .72 | 2.23 | .92 | 2.04 | .83 |
| †Increased awareness of "who and what I am | 2.33 | 1.19 | 1.70 | .77 | 2.04 | 1.06 |
| Development of a personal philosophy | | | | | 2.22 | 1.05 |
| Increased openness and skill in interpersonal relationships | | | | | 2.27 | 1.09 |
| Development of vocational skills | | | | | 2.88 | 1.37 |

Note.--Response scale for this question: 1=of the utmost value; 2=very valuable; 3=slightly valuable; 4=not particularly valuable, but have experienced; 5=have not experienced. Statistical differences between mean responses of the groups and of the sexes were analyzed via *t* tests.

†Men and Women differed significantly.

Ten percent added an "other" outcome; of these, 80% said that that outcome was of the utmost value to them. Examples of these additional outcomes are: increased self confidence; how to get around red tape; sexual.

The sexes differed significantly from each other in their valuation of two of the outcomes. It is interesting that both of these were valued equally by the sample as a whole. Development of skills to critically analyze and synthesize ideas and issues was of significantly more value to men than to women. On the other hand, increased awareness of "who and what I am" was valued significantly more highly by women than by men. These differences may merely reflect differential sex role expectations.

Contributors. Respondents were asked to report (in order of importance) as many contributors to each outcome as necessary; only the first three were coded for analysis. Another criterion for coding was that some value was accorded to the outcome, i.e., an experience was coded as a contributor to an outcome only if the response to the outcome was 1, 2, or 3. Table 3.2 reports experiences which at least 10% of the coded responses indicated were contributors to an outcome.

*The highest frequency of students said that courses and other academic experiences contributed to valuable outcomes.* Meeting people was also an important contributor, as were informal, impromptu discussions and personal reading. The only experience listed which contributed to all eight outcomes in accordance with the above criteria was having informal, impromptu discussions.

Courses and personal reading were the biggest contributors to: increased knowledge, development of vocational skills and development of skills to critically analyze and synthesize ideas and issues. Informal, impromptu discussions also contributed importantly to the latter outcome. Friendships and meeting people were the biggest contributors to an increased understanding of others. These two experiences were contributory to a lesser degree to increased openness and skill in interpersonal relationships and to increased awareness of "who and what I am." In addition to the contribution of interpersonal activities, the atmosphere of the University was a contributor to personal growth in terms of developing a personal philosophy, increased openness to ideas and experiences, and increased awareness of "who and what I am." Employment contributed appreciably only to development of vocational skills. Dates, parties, social life, and heterosexual relationships contributed to openness and skill in interpersonal relationships. Independent study for academic credit contributed somewhat to developing skills to critically analyze and synthesize ideas and issues; and visits to art galleries and museums, to increased knowledge.

Experiences which did not meet the criteria for being contributors were: attendance at plays, concerts, poetry readings, lectures personal counseling, psychotherapy, T-groups, encounter groups; participation in rallies, marches, other demonstrations; and drugs. None of the "other" experiences contributed greatly. These included: community work, travel, and all of the experiences listed.

Outcomes Expected to Be Most Important. Students were asked which three, of the eight outcomes listed, they expected to in general be most important in their lives. They were asked to list them in decreasing order of importance.

Table 3.2: IMPORTANCE OF VARIOUS EXPERIENCES IN CONTRIBUTING TO VALUABLE OUTCOMES OF COLLEGE ATTENDANCE

| OUTCOMES & CONTRIBUTORS | MOST Important | 2ND MOST Important | 3RD MOST Important | TOTAL |
|---|---|---|---|---|
| *Increased openness to ideas and experiences* | | | | |
| Informal, impromptu discussions | 14% | 19% | 14% | 47% |
| Atmosphere of the University | 30 | - | 16 | 46 |
| Meeting people | 11 | 17 | 16 | 44 |
| Courses, other academic experiences | 10 | 17 | - | 27 |
| Friendships | - | 12 | 14 | 26 |
| Personal reading | 10 | 10 | - | 20 |
| N | (88) | (59) | (43) | |
| *Increased understanding of others* | | | | |
| Friendships | 31 | 33 | 14 | 78 |
| Meeting people | 28 | 27 | 19 | 74 |
| Informal, impromptu discussions | - | - | 21 | 21 |
| Atmosphere of the University | 11 | - | - | 11 |
| N | (90) | (66) | (43) | |
| *Increased knowledge* | | | | |
| Courses, other academic experiences | 55 | 16 | 13 | 84 |
| Personal reading | 27 | 26 | 10 | 63 |
| Informal, impromptu discussions | - | 10 | 15 | 25 |
| Meeting people | - | 11 | 13 | 24 |
| Visits to art galleries, museums | - | - | 15 | 15 |
| N | (89) | (62) | (40) | |
| *Development of skills to critically analyze & synthesize ideas & issues* | | | | |
| Courses, other academic experiences | 52 | 22 | - | 74 |
| Personal reading | 11 | 18 | 28 | 57 |
| Informal, impromptu discussions | 17 | 25 | 12 | 54 |
| Independent study for academic credit | - | - | 16 | 16 |
| Atmosphere of the University | - | - | 12 | 12 |
| N | (88) | (55) | (25) | |

(Continued on next page.)

Table 3.2: IMPORTANCE OF VARIOUS EXPERIENCES IN CONTRIBUTING TO VALUABLE OUTCOMES OF COLLEGE ATTENDANCE (Cont'd.)

| OUTCOMES & CONTRIBUTORS | MOST Important | 2ND MOST Important | 3RD MOST Important | TOTAL |
|---|---|---|---|---|
| *Increased awareness of "who and what I am"* | | | | |
| Meeting people | 20% | 14% | 13% | 47% |
| Friendships | 15 | 22 | - | 37 |
| Atmosphere of the University | 10 | 12 | 15 | 37 |
| Living away from parents | 14 | - | 10 | 24 |
| Informal, impromptu discussions | - | 14 | 10 | 24 |
| Personal reading | - | 10 | 10 | 20 |
| Heterosexual relationship(s) | - | 10 | - | 10 |
| *N* | (84) | (59) | (40) | |
| *Development of a personal philosophy* | | | | |
| Atmosphere of the University | 23 | 11 | 18 | 52 |
| Meeting people | 16 | 11 | 11 | 38 |
| Personal reading | 13 | 20 | - | 33 |
| Informal, impromptu discussions | 19 | 13 | - | 32 |
| Friendships | - | 23 | - | 23 |
| Courses, other academic experiences | - | - | 16 | 16 |
| *N* | (83) | (56) | (38) | |
| *Increased openness and skill in interpersonal relationships* | | | | |
| Meeting people | 29 | 19 | - | 48 |
| Friendships | 30 | 15 | - | 45 |
| Informal, impromptu discussions | - | 19 | - | 19 |
| Dates, parties, social life | - | - | 19 | 19 |
| Heterosexual relationship(s) | - | - | 19 | 19 |
| Atmosphere of the University | - | 11 | - | 11 |
| *N* | (79) | (53) | (32) | |
| *Development of vocational skills* | | | | |
| Courses, other academic experiences | 66 | 16 | - | 82 |
| Personal reading | - | 28 | 36 | 64 |
| Employment | 15 | 16 | 18 | 49 |
| Informal, impromptu discussions | - | - | 18 | 18 |
| Membership in student organization(s) | - | 12 | - | 12 |
| *N* | (61) | (25) | (11) | |

Note.--*N*'s for each outcome include only the number who valued the outcome and listed contributor(s) for that outcome. Percentages under 10 are excluded from table. A dash means that the percent for that entry is less than 10.

Nearly a fourth of the sample (24%) expected that the one most important college outcome will be increased awareness of "who and what I am" (Table 3.3). No more than 15% expected any of the other outcomes to be the one most important in their lives.

Table 3.3: OUTCOMES EXPECTED TO BE MOST IMPORTANT

| OUTCOME | Most Important | 2ND Most Important | 3RD Most Important | Total |
|---|---|---|---|---|
| Increased understanding of others | 11% | 22% | 23% | 56% |
| Increased awareness of "who and what I am" | 24 | 10 | 10 | 44 |
| Increased openness to ideas and experiences | 10 | 20 | 14 | 44 |
| Increased openness and skill in interpersonal relationships | 10 | 16 | 10 | 36 |
| Increased knowledge | 11 | 10 | 13 | 34 |
| Development of a personal philosophy | 15 | 8 | 9 | 32 |
| Development of vocational skills | 11 | 3 | 9 | 23 |
| Development of skills to critically analyze and synthesize ideas and issues | 3 | 9 | 11 | 23 |
| Other | 2 | 1 | - | 3 |

Note.--N=87.

More than half these students (56%) expected that increased understanding of others would be among the three most important outcomes; next most frequently, self awareness or openness to ideas and experiences was expected to be among the most important (44% each). About a third expected that among the three most important outcomes would be: increased openness and skill in interpersonal relationships, increased knowledge, or development of a personal philosophy. In light of the fact that relatively few students felt that they developed valuable vocational skills in college, it is not surprising that fewer than a fourth expected this outcome to be an important one. It is surprising, however, that the same percentage expected development of skills to critically analyze and synthesize ideas and issues to be important. Only 3% expected an "other"outcome to be most important.

Each of these outcomes can be roughly labeled as "academic-intellectual" or "personal-social." In Table 3.4, the outcomes are ranked in terms of their value to these students and in terms of their expected importance. In each rank, neither the "academic-intellectual" nor the "personal-social" dimension is ranked preponderantly higher or lower than the other dimension. However, when the ranks are compared, it is seen that *personal-social outcomes were accorded more worth in terms of their expected long-term importance than they were in terms of their value in college, while academic-intellectual outcomes were more valuable in college, compared with their expected long-term importance.* Outcomes which evidenced especially noticeable differences in rank were: (a) increased openness and skill in interpersonal relationships, which was the seventh most valuable outcome in college, but expected to be the fourth most important outcome later and (b) development of skills to critically analyze and synthesize ideas and issues, which dropped three ranks in terms of college value (ranked 4.5) vs. expected importance (ranked 7.5).

Table 3.4: OUTCOMES OF A COLLEGE EDUCATION: THEIR VALUE IN COLLEGE AND THEIR EXPECTED LONG-TERM IMPORTANCE

| OUTCOME | Rank: Value in College | Rank: Expected Importance[a] | Difference in Rank (Value-Expectation)[b] |
|---|---|---|---|
| Increased openness to ideas and experiences | 1 | 2.5 | -1.5 (A) |
| Increased understanding of others | 2 | 1 | 1 (P) |
| Increased knowledge | 3 | 5 | -2 (A) |
| Development of skills to critically analyze and synthesize ideas and issues | 4.5 | 7.5 | -3 (A) |
| Increased awareness of "who and what I am" | 4.5 | 2.5 | 2 (P) |
| Development of a personal philosophy | 6 | 6 | - (P) |
| Increased openness and skill in interpersonal relationships | 7 | 4 | 3 (P) |
| Development of vocational skills | 8 | 7.5 | .5 (A) |

[a]Outcome is expected to be among the three most important in their lives.

[b]Outcomes labeled (A) are "academic-intellectual" and (P), "personal-social."

Problems

Twelve possible problem areas were listed on the questionnaire. Students reported the relative amount of concern that they had experienced in each area during their college years (Table 3.5). Their responses were in terms of a four-point scale, from "This area caused me a great amount of concern, and I have not resolved my problem" to "This area has not been a problem for me." To make comparisons between the sexes and between the groups, chi-square statistics were computed.

*The two areas which caused the greatest amounts of concern were: choice of vocation and personal meaning and identity.* Each of these had caused a great amount of concern for slightly more than half the sample. Of these, slightly more than half still had not resolved their problems in these two areas. Study habits and choosing a major were serious problem areas for nearly a third of the students. Obviously, nearly all of these had resolved their problem with choosing a major. Half of those who had serious problems with study habits had not resolved their problem.

More than 40% had not had a problem at all with finances or with relationships with members of the other sex. About half had not been concerned about: home life and relationships with their parents, personal standards of behavior, their intellectual ability, or developing and maintaining friendships. Two-thirds were not concerned about religious beliefs, and 62% had not been concerned about military service during their college years.

*Women had experienced significantly more concern in interpersonal areas than men had.* Home life and relationships with their parents caused a great amount of concern for 39% of the women. Moreover, 21% had still not resolved those problems. In contrast, parental home life had not been a problem at all for 61% of the men. This discrepancy is interesting in light of the sexes' differential residence patterns. Each year, a higher percentage of men than of women lived with their parents. This difference was especially large their first two years (nearly 60% of the men vs. about 35% of the women).

Women also experienced more concern with developing and maintaining friendships than men did. Friendships were a great concern to 26% of the women and some concern to 33%. Significantly fewer men (38%) experienced any concern at all in this area. The sexes did not differ significantly from each other, however, in the amount of concern that relationships with members of the other sex caused them.

*Women also expressed significantly more concern than men did in their personal development.* More than two-thirds of the women (69%) were greatly concerned about their personal meaning and identity. Only about half as many men, however (36%), had been greatly concerned with this issue. Of those who were greatly concerned, half the men and slightly more than half the women still had not resolved their problem. The percentages for whom personal meaning and identity had not been a problem were: 35% of the men but only 13% of the women.

Table 3.5: PROBLEM AREAS AND INTENSITY OF CONCERN

| PROBLEM AREA | | Intensity[a] Great Concern, Unresolved | Great Concern, Resolved | Some Concern | Not a Problem |
|---|---|---|---|---|---|
| Choice of vocation | | 28% | 26% | 25% | 21% |
| *†Personal meaning & identity | C: | 36 | 18 | 30 | 16 |
| | S: | 17 | 30 | 17 | 35 |
| | M: | 13 | 18 | 29 | 35 |
| | W: | 38 | 31 | 18 | 13 |
| Study habits | | 16 | 16 | 36 | 32 |
| Choice of major | | 5 | 26 | 29 | 40 |
| Relationships with members of other sex | | 13 | 15 | 30 | 43 |
| Finances | | 15 | 10 | 31 | 44 |
| *Home life, relationships with parents | C: | 20 | 6 | 28 | 46 |
| | S: | 4 | 20 | 20 | 56 |
| | M: | 6 | 8 | 26 | 61 |
| | W: | 21 | 18 | 23 | 39 |
| †Personal standards of behavior | M: | 8 | 10 | 22 | 61 |
| | W: | 2 | 38 | 24 | 36 |
| Intellectual ability | | 7 | 11 | 30 | 51 |
| †Developing and maintaining friendships | M: | 8 | 4 | 26 | 63 |
| | W: | 4 | 22 | 33 | 40 |
| Military service | | 7 | 21 | 10 | 62 |
| Religious beliefs | | 7 | 11 | 15 | 67 |

Note.--Percents are of the total sample except where the groups or sexes differ significantly.

[a]The following statements describe intensity:

Great Concern, Unresolved = This area caused me a great amount of concern, and I have not resolved my problem.

Great Concern, Resolved = This area caused me a great amount of concern, but I have resolved my problem.

Some Concern = This area caused me some concern, but I do not consider it a very great difficulty.

Not a Problem = This area has not been a problem for me.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

The ratio of women to men who had been greatly concerned about personal standards of behavior was also about two to one, i.e., 40% vs. 18%, respectively, a significant difference. Most had resolved their problem. Concomitantly, personal standards had not been a problem for 61% of the men and 36% of the women.

These sex differences reflect women's traditionally greater involvement in interpersonal relationships, compared with men's. Women's greater concern with personal standards of behavior might be a reflection of: (a) a greater willingness to conform to expectations or (b) a questioning of the standards they have been expected to observe. The fact that a relatively high proportion of women were greatly concerned about their own meaning and identity gives some credence to the latter interpretation.

Personal meaning and identity also significantly differentiated the groups. This area caused a great amount of concern and was still an unresolved problem for 36% of the Continuers but only 17% of the Seniors. In contrast, this area was not a problem for 35% of the Seniors, compared with 16% of the Continuers.

Continuers and Seniors also differed significantly in the relative amount of concern caused by their home life and relationships with parents. About a fourth in each group expressed a great amount of concern. However, 20% of the Continuers still had not resolved their conflict, compared with only 4% of the Seniors. The differences were smaller in comparing those who experienced some concern (28% of the Continuers, 20% of the Seniors) or no concern (46% vs. 56%, respectively).

# CHAPTER IV

# ACTIVITIES

## Employment

For each year that they were at SUNY/B, respondents reported what, if any, employment they held during each school year and each summer. If they worked, they reported what they did, where they worked, and their average number of working hours per week. The latter was precoded into six categories. Students wrote in the "what" and "where" of their employment, and these were later categorized. What they did was classified into 11 categories and where, into 10. The employment categories are reported in the appendix.

The sexes were compared (via chi-square) as to whether or not they worked each year and summer. Employment categories within a year or summer were not statistically analyzed. The groups were not compared, because not all Seniors were at SUNY/B for all four years.

School Year Employment. *The number of students who worked during the school year increased steadily each year:* 20% of the freshmen, 33% of the sophomores, 48% of the juniors, and 52% of the seniors. The chi-square statistic revealed that significantly more men than women worked during their sophomore year, when 43% of the men held jobs and proportionally only about half as many women (22%) did. The sexes did not differ in their employment status during the other three years.

Each year, more than a third of the students who worked did so an average of 21 to 40 hours per week (37% of the freshmen, 40% of the seniors). The next most frequent category of working hours (between 20% and 32%) was 11-15 hours per week.

*The employment category most frequently reported during the school year was clerical or office work,* although the percentage of employed students who performed this type of work decreased, from 44% of the employed freshmen to 29% of the employed seniors. Each year, proportionally many more women than men held clerical jobs. "Miscellaneous" jobs accounted for 25% of the employed seniors, a steady increase from the freshman year, when none had a job in that category.

A third of the employed freshmen worked in some kind of store. This percentage decreased steadily, to 14% of the employed seniors. Employment on campus increased steadily, from 17% of the working freshmen to 28% of the working seniors.

Summer Employment. *Most students worked during the summer:* 58% of the sample worked during the summer following their freshman year; 68%, following their sophomore year; and 75%, following their junior year. They were not asked whether or not they planned to work during the summer following their senior year.

Each summer, about two-thirds (67%-70%) worked an average of 21-40 hours per week and about one-fifth (18%-22%), more than 40 hours.

*Similar to school year employment, clerical and office work was the most popular work category during the summers* following these students' freshman (32%), sophomore (29%), and junior (27%) years. Thirteen percent of those employed after their freshman year had recreational jobs. Following their sophomore year, 15% of those employed did unskilled work and 13%, semi-skilled or skilled work. All of the employees in the latter two categories were men. Smaller percentages of respondents had jobs in the other categories.

About a fifth (17%-23%) of each summer's employees worked in business. Similar percentages worked in a store following their freshman or sophomore years. (The proportion of store workers dropped to 10% following their junior year.) Seventeen percent of the third-summer employees worked in a health setting, an increase from 8% following their freshman year.

The percentages involved in specific categories for each group and sex are small and should therefore be interpreted with caution. However, a perusal of these respondents' employment records suggests some patterns between the groups and sexes, especially the latter. Regardless of the year, or whether it was during a school year or summer, *women were noticeably more likely than men were to do clerical or office work or to be health workers*. Accordingly, women, compared with men, were more likely to be employed in a health service. Also, more women than men, proportionally, worked on campus. Being a health worker also differentiated the groups, with more Continuers than Seniors holding those types of jobs.

With one exception, all of the students who had semi-skilled or skilled jobs were men. Moreover, Continuers were more likely than Seniors were to hold these jobs. All of the unskilled jobs had been held by men. Men were noticeably more likely than women to work in business.

Employment Relevant to Career Plans. Students reported whether, and when, any of their school year or summer employment was relevant to their career plans. *Career-relevant employment was more likely to be held during summers than during the school year.* Forty percent of the sample had a career-relevant summer job, and 28% of the school year jobs were relevant. Not surprisingly, students were more likely to have a relevant job in their later college years than in their earlier years.

Students were asked to explain in what way their employment was relevant, if it was. Half who responded to that question stated that they had had a job which had direct bearing on their future career. For example, a future nurse worked as a practical nurse; a student experienced practical application of classroom theory. Other experience was less direct, e.g., a future teacher gained useful experience from being a camp counselor. A few students responded that just interacting with people in their jobs was relevant to whatever they would do afterwards. A few said they experienced a job which either intensified earlier career interests or exposed them to new directions of interest.

## Student Organizations and Activities

Respondents checked which years (in terms of freshman, sophomore, junior, senior) they had participated in any of 18 student organizations and 15 activities which were listed. A blank for "other," unlisted organizations was included. They also reported the number of organizations for which they were an officer at least once. Only the first four years of the five-year students' participation were coded.

Organizations. The type of organization joined by the largest number of students (20%) was a professional or pre-professional society. Eighty percent of these memberships occurred during the junior and/or senior years only. Inadequate frequencies precluded a statistical comparison between groups and sexes. The percentages suggest, however, that men and Seniors were more likely to belong to these societies than were women and Continuers.

Sixteen percent of the respondents participated in intramural or varsity sports, a third of these for all four years.

Other listed organizations in which at least 10% of the sample participated were: student government other than Student Association (Department, Faculty, College, etc.) (14%), "major" club (13%), and sports or games clubs (e.g., Chess Club, Ski Club) (13%). Two-thirds of the participants in the latter two organizations participated during their junior and/or senior years only.

Fifteen percent were organization officers. Nearly all of these were officers of only one organization. No one was an officer in more than three organizations. Noticeably more men (20%) than women (9%) were officers.

Activities. Most students voted at least once in a campus election (72%) or a campus referendum (80%). More than a third (35%) of the election voters did so every year, as did more than a fourth (27%) of the referendum voters.

Students were asked whether, and when, they participated in rallies or demonstrations (such as leafleting, marches, etc.) regarding various listed issues. About a third reported such participating in campus issues (30%) and for peace issues (32%). Slightly more than half the "campus demonstrators" did so during their junior year, i.e., 1969-70, only. Between 6% and 14% participated in demonstrations or rallies regarding: women's rights (14%), civil rights, court trials, welfare issues, and the grape boycott (6%).

Women were twice as likely as men were to attend a meeting or lecture about countries or racial or ethnic groups which were different from their own. The percentages who attended at least once were 36% and 18%, respectively, a significant difference. More than half the attendants of both sexes did so during their last two years only.

Nearly 40% attended religious services an average of at least once a month. Of these, 61% maintained this frequency every year.

Fifty-one percent reported that, when eligible, they voted in a local (home) or national election. Not surprisingly, more than two-thirds of these voters did so during their senior year only.

Other than voting, participation in national politics was minimal. Only 7% attended a meeting of a national political club or group and even fewer (5%) did volunteer or paid work for a national party. A somewhat higher percentage (10%) participated in a rally or demonstration regarding a national or state election.

Leisure Time Activities

Eleven on-campus facilities and activities were listed on the questionnaire, as were eight off-campus ones. Students reported how often they had frequented each during their last year at SUNY/B (1-3 times, 4-6 times, 7 or more times, or never) and they indicated whether their senior year frequency was more than, less than, or similar to previous years' frequency. Chi-square values were calculated to discover any sex or group differences.

On Campus. More than 80% of the sample viewed exhibits on campus during their senior year; a fourth of the sample did so seven or more times during the year. Seventy-five percent attended movies: a third, 1-3 times and a third, seven or more times. Two-thirds made use of recreation facilities in Norton; slightly more than a fourth of the sample did so seven or more times. About half used the browsing and/or music room in Norton, and were fairly evenly divided among the three categories of frequency. Least used in Norton was the Creative Craft Center, frequented by only 20% of the sample, most of whom visited only 1-3 times.

Nearly half the sample heard 1-3 visiting lecturers and nearly a third, 1-3 visiting performers (comics, music groups, etc.). In all, 70% attended a lecture and 57%, a performance. Baird Hall performances were sparsely attended, due perhaps to the increasing number of performances that took place in Harriman. During their senior year, 26% of these students attended a student performance at Baird, and 19%, a non-student performance.

Spectator sports were popular with about half these students, who attended at least one such event during their senior year. About a fourth of the sample attended 1-3 times. Chi-square analysis did not reveal differential attendance on the basis of sex. The sexes did differ significantly, however, in their use of sports facilities such as the swimming pool or tennis courts. A third of the men used these facilities 1-3 times, and a fourth did so seven or more times. In contrast, only 31% of the women ever used these facilities. The percentages who never used the sports facilities were: 35% of the men, compared with 69% of the women.

With one exception, at least half the sample said that their senior year frequency was similar to their frequency of previous years for all of the facilities and events listed. Only 43% used the Norton recreation facilities a similar amount; 44% used them less, and 13%, more.

The largest increase in frequency was in attendance at movies. Twenty-one percent attended more movies their senior year than they had previously. In contrast, 24% attended fewer movies. The attendance of 55% was similar to previous years.

The largest losses in attendance occurred in Norton Hall facilities. In addition to recreation facilities, the second largest loss was in the browsing and/or music room, which 39% reported using less. Elsewhere, thirty-one percent attended fewer performances by visitors. All other decreases in frequency were reported by fewer than 30% of the sample.

Off Campus. Nearly everyone attended at least one movie off campus. The groups differed significantly, however, in their frequency of attendance. Sixty percent of the Continuers attended seven or more movies and only 8%, three or fewer. In contrast, 36% of the Seniors attended seven or more movies and 21%, three or fewer. Two percent of the Continuers and 11% of the Seniors did not view a movie off campus.

More than two-thirds of the sample visited a local art gallery or Kleinhans Music Hall. Slightly more than half the sample visited each of these 1-3 times. Nearly 60% attended a live theater production, most often, 1-3 times. Slightly less than half the sample visited a local historical or science museum. Again, the most popular frequency was 1-3 times.

Women were significantly more likely than men were to attend another, unlisted lecture, performance, or exhibit in the Buffalo area, e.g., at other Buffalo campuses or churches (74% of the women, compared with 41% of the men). Most attendance was 1-3 times.

A slightly higher percentage attended a spectator sport off campus than did so on campus (53% vs. 48%, respectively). Twenty-four percent of the sample attended 1-3 off-campus sports events, and an identical percentage attended seven or more. Similar to on-campus sports, men were significantly more active in participant sports off campus than women were. In fact, 55% of the men participated seven or more times. Women who participated were also most likely to do so seven or more times; 24% of the women participated that frequently. The percentages who did not participate in sports were: 48% of the women, compared with 35% of the men.

Senior year attendance at all of the off-campus facilities listed was similar to previous years for more than half the sample. Art galleries and spectator sports experienced the biggest gains in attendance, with 23% attending more of these events than previously. Twenty-one percent reported an increase in live theater attendance, and 20%, in movie attendance. The largest decreases occurred in attendance at Kleinhans (31%) and museums (30%).

## CHAPTER V

## SUMMARY AND DISCUSSION

### Summary

A random sample of 200 1971 seniors was sent a questionnaire concerning their college experiences and activities. Usable responses were received from 96 (48% of the sample). Respondents were classified into two groups, Continuers and Seniors. Slightly over half were classified as Continuers. These included students who completed a four-year undergraduate program at SUNY/B in four years (or less), plus a few who completed a five-year program in five years. Slightly under half the sample were designated Seniors. Seniors had either matriculated at SUNY/B prior to 1967 or transferred to SUNY/B (78% of the Seniors were transfer students). The respondents were also about evenly divided between women and men.

Where feasible, statistical tests were performed to compare the responses of Continuers with those of Seniors and the responses of women with those of men. *Very few items yielded a significant difference in response. Sex differences were more evident than group differences were.*

The sample reported that personal, interpersonal, and intellectual outcomes of college were valuable to them. Noticeably less value was accorded to vocational development than to the other outcomes. Moreover, only 84% of the sample had the experience of developing their vocational skills, compared with more than 95% who experienced the other outcomes. Men accorded more value to developing skills to critically analyze and synthesize ideas and issues than women did, while women valued increased awareness of "who and what I am" more highly than men did.

College experiences which made the biggest contributions to outcomes that were of value were: courses and other academic activities; meeting people, informal, impromptu discussions; and personal reading.

The rank of the value of each outcome in college was compared with the rank of the expected long-term importance of each in these students' lives. Outcomes that were of a "personal-social" nature were ranked higher in terms of their long-term importance than they were in terms of their value in college. On the other hand, "academic-intellectual" outcomes were more valuable in college, compared with their expected long-term importance.

The problem areas that caused the greatest amount of concern to these students while in college were choice of vocation and personal meaning and identity. Compared with men, women expressed more concern about interpersonal matters and about personal development. Continuers, who, as a group, tended to be somewhat younger than Seniors, had been more concerned about their personal meaning and identity and about their home life and relationships with their parents than Seniors had.

The number of students who were employed during the school year or summer increased each year. Clerical and office work was the most frequently reported type of work. Women were more likely than men were to hold these kinds of jobs, as well as health-related jobs. Higher percentages of men than of women worked in business. With one exception, all of the unskilled, semi-skilled, and skilled employees were men.

Forty percent of the sample had at least one summer job which was relevant to their career plans, and 28% had a career-relevant job during the school year. Most of these provided direct or indirect training for the planned career.

The student organizations which attracted more than a tenth of the sample were: professional or pre-professional society, major field club, sports or games club, and student government other than the Student Association. Except for the latter, there was a tendancy for participants to be such during their junior and/or senior year only. Fifteen percent of the sample were organization officers, usually of only one organization.

About three-fourths of these students voted at least once in a campus election or referendum. More than a third of the election voters did so every year, as did more than a fourth of the referendum voters. About a third participated in rallies or demonstrations regarding campus issues or peace issues. Other issues attracted fewer participants.

Half the students voted in a local or national election. Other participation in politics was minimal, however. Nearly 40% attended religious service an average of at least once a month.

Most students made some use of leisure time facilities both on campus and off (in the Buffalo area). Movies and exhibits were especially popular. Least used were the Creative Craft Center and Baird Hall.

Participant sports discriminated between the sexes, with more men than women participating both on and off campus.

In general, the frequency of these students' senior year participation in leisure activities did not change drastically from previous years.

## Discussion

The relative lack of statistically significant differences between the responses of subgroups of this sample suggests that (a) students who matriculate at SUNY/B and are ready to graduate four years later do not have college experiences and activities which differ from those of students who take longer to finish or who transfer from another institution, and (b) to a lesser extent, men's and women's college experiences and activities are not generally different from each other.

One frequently asked question in research in higher education is: What impact does attending college have on a person? This question cannot be adequately studied without a control group of people who do not attend college. However, responses to the Senior Survey questionnaire do provide some information concerning students' involvement with various opportunities which a university provides.

These students valued college outcomes of a personal, interpersonal, and intellectual nature about equally. The university made some direct contribution to the value of these outcomes. That is, courses and other academic experiences were reported as being among the top three contributors to valuable outcomes by the largest number of students. Other experiences which were important contributors are: meeting people, personal reading, and informal, impromptu discussions. Although these latter experiences could no doubt have occurred without a university setting, SUNY/B did provide opportunity for non-academic experiences to occur, and most of the students in this sample took some advantage of these opportunities. Nearly three-fourths of the sample participated during at least one year in at least one of the 13 student organizations listed on the questionnaire. Nearly everyone made some use of at least one leisure-time facility or activity during their senior year; in general, this frequency of use was similar to that of previous years. In other words, SUNY/B did have an impact on these students, by providing experiences for them to sample, which they did. It cannot be concluded, however, that SUNY/B -- or any college or university -- is the only setting in which this impact could occur.

## APPENDIX

### Employment Categories[1]

WHAT

Clerical, Office Work

clerk: grocery store, drug store, library, general office, file, sales, postal, shipping, stock; salesperson, ticket office, bookkeeper, secretary, desk receptionist, mail desk and information, cashier, typist, mailman, key punch operator, computer work, programmer, language lab technician, survey taker

Food Service

bartender, hamburger stand, restaurant work, waitress, waiter, dishwasher, hotel kitchen

Health Worker

hospital work, hospital attendant, nurse's aide, licensed practical nurse, nurse, dietary laborer, medical technologist, intern

Intern, Laboratory Assistant, Student Assistant

laboratory assistant, laboratory technician, class assistant, research assistant, student pharmacist

Outdoor Work

landscaping, yard work, painting, highway maintenance, construction, parks maintenance

Professional

commercial artist's agent, theater manager, artist, musician

Recreation

camp, playground counselor, counselor, life guard, playground watcher, YMCA instructor, tennis counselor

Semi-skilled, Skilled

deburrer, skilled lab., radio engineer, assistant industrial engineer, shoe manufacture, awning maker, electrical technician, electrician's apprentice, millwright helper, bakery, presplice, handyman, stringing tennis rackets, print shop assistant, saw operator, cab/truck driver, surveyor (engineer), hooker, radio dispatcher.

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[1]Categories were determined post hoc. When appropriate, jobs were classified according to the *Alphabetical Index of Occupations and Industries* (U.S. Department of Commerce, 1960).

Teaching

staff development instructor, teacher aide, teacher: nursery school, Hebrew, music

Unskilled

laborer, stockboy, usher, busboy, production line, furniture mover, warehouse work, car jockey, maintenance, show movies, factory worker, pump gas, helper (utility company), babysitting

Miscellaneous

WHERE

Campus

Business

electronics firm, accounting firm, insurance company, industrial construction, survey company, pharmacy, dress manufacturing office, hardwood company, car rental/dealer, baking company, food processor, jewelry firm, bank, indoor sports facility, gas station, listed businesses

Industry

factory: wax, shoe, electronics; steel plant, listed industries

Educational, Social

campus other than SUNY/B, nursery school, board of education, summer school, temple, kibbutz, Neighborhood House, Friendship House, Freedom School, Jewish Center

Food, Lodging

club, restaurant, hotel, bar, coffee shop

Health

hospital, nursing home

Public Service

library, post office, government, state, utility company

Recreation

camp, YMCA, park

Store

market, store: discount, drug, department, liquor, retail, duty-free, grocery, book, ice cream

Miscellaneous

HOURS

1 - 5

6 - 10

11 - 15

16 - 20

21 - 40

more than 40